

**AN ANALYSIS OF STUDENT'S PROBLEM IN WRITING
HORTATORY EXPOSITION TEXT**



A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree



**By:
INAYAH ROHMA OKTAVIA**

NPM. 1711040219

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG**

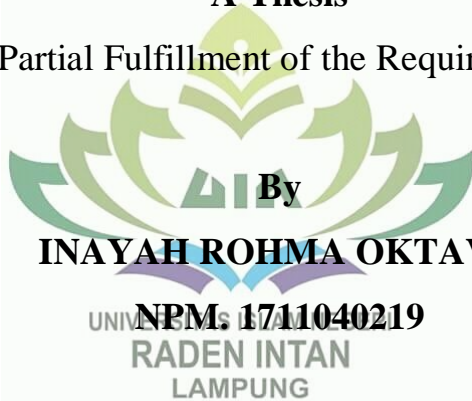
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NPM: 1711040219

UNIVERSITAS
RADEN INTAN
LAMPUNG

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Nurul Puspita, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN**

LAMPUNG

1442/2021

ABSTRACT

Writing is one of productive skill in English, where the writer should produce a good writing by considering the writing rules properly. Most of the students usually faced problems when they were writing. The varieties of writing's problems are psychological problem, linguistic problem and cognitive problem. Linguistic problem was the most common problem faced by the students, which included syntax problem, grammar problem, vocabulary problem and mechanical problem. This research only focused on analyzing the student's mechanical problems in writing hortatory exposition text. Based on the preliminary research, it showed that the students still faced problems in writing hortatory exposition text related to their writing mechanism. Therefore, the researcher was interested in analyzing the student's problem especially their mechanical problems in writing hortatory exposition text at the second semester students of the eleventh grade of SMA Negeri 1 Abung Semuli in the academic year of 2020/2021.

In this research, the researcher used descriptive qualitative research design. The researcher took the eleventh grade of social two as a sample because they had lower score in writing than other classes by using purposive sampling technique, which consisted of 33 students. In collecting the data, the researcher used document analysis and questionnaire. Besides, the researcher used three major phases in conducted data analysis, those are: data reduction, data display and drawing conclusion or verification.

After analyzing the data, the result showed that there were three kinds of mechanical problems faced by the students. There were 11% students faced punctuation problems which consisted of (full stops, comma, exclamation mark, question mark, semicolon and quotation mark), 65% students faced capitalization problem and 24% students had problems in writing English word for word. Thus, the dominant mechanical problem faced by the students in writing hortatory exposition text was capitalization problem.

Keywords: Writing's Problem, Mechanical's Problem in Writing, Hortatory Exposition Text, Qualitative Research

DECLARATION

This thesis entitled “*An Analysis of Student’s Problem in Writing Hortatory Exposition Text*” is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and adopted responsibly.

Bandar Lampung, 07 Juni 2021

Declared by,



Inayah Rohma Oktavia





**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

This is to testify that the following thesis:

Title : **AN ANALYSIS OF STUDENT'S PROBLEM IN
WRITING HORTATORY EXPOSITION TEXT**

Name : **INAYAH ROHMA OKTAVIA**

Student's Number : **1711040219**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training**

has been **APPROVED**
to be defended at the Thesis Defense

of Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan
Lampung

Advisor

Iwan Kurniawan, M.Pd

NIP. 197405202000031002

Co-Advisor

Nurul Puspita, M.Pd

NIP. 198907172015032004

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd

NIP.1980055152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN
INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A research proposal entitled: **“AN ANALYSIS OF STUDENT’S PROBLEM IN WRITING HORTATORY EXPOSITION TEXT”**, by: **INAYAH ROHMA OKTAVIA**, NPM: 1711040219, Study Program: English Education, was tested and defended in the examination session held on: Thursday, July 8th 2021.

Board of Examiner:

Moderator : Meisuri, M.Pd

Secretary : Septa Aryanika, M.Pd

Primary Examiner : Rohmatillah, M.Pd

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Nurul Puspita, M.Pd

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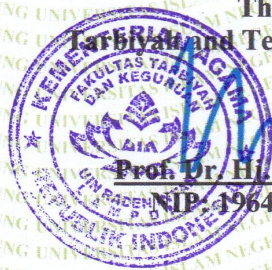
(.....)

(.....)

(.....)

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ
وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

Then, verily! Your Lord for those who do evil (commit sins and are disobedient to Allah) in ignorance and afterward repent and do righteous deeds, verily, your Lord thereafter, (to such) is Oft-Forgiving, Most Merciful. (QS. An-Nahl: 119)¹.



¹ Abdullah Yusuf Ali, *The Meaning of Holy Quran, New Edition Revised Translation*, (Madinah:Almana Publication, 2004), p. 98.

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always keeps and loves me every time.
2. My beloved parents Suhadi and Sri Utami who already prays, supports and guides me to be success in my study and my life.
3. My beloved brother Wiwid Cahyo Hadi, ST. who always loves, cares, cheers me up and provides his supports to immediately complete this thesis.
4. My beloved best friend Julia Anis Handayani, S.Pd. a person who always supports and makes me full of spirit to finish this thesis.
5. My beloved DEFID, my lovely roommate Umi Nur Hasanah and all of member of Kost Putri 21 who always supports, helps and besides me to completing this thesis.
6. My beloved friends of PBI F 2017.
7. My lecturers and almanater of State Islamic University of Raden Intan Lampung.



CURRICULUM VITAE

Inayah Rohma Oktavia was born in Sukamaju, October 21st 1999. Being the second child of a harmonious couple, Suhadi and Sri Utami and she has only one brother Wiwid Cahyo Hadi, ST.

TK PGRI Semuli Jaya is her Kinder Garten, she was studied in 2004 and graduated in 2005. Then, she continued her study and SD N 1 Sukamaju is her primary education which started in 2005 and graduated in 2011. She pursued her study in SMP N 1 Abung Semuli. After she graduated from Junior High School in 2014, she continued her study to SMA Negeri 1 Abung Semuli in 2014 and graduated in 2017. In 2017, she registered as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty from UM-PTKIN program in State Islamic University of Raden Intan Lampung.

During her study in State Islamic University of Raden Intan Lampung, she joined English Student Association (ESA) as a member in 2018. In addition, she had also worked as an English tutor at Monash English Institute, teaching in SMP Sejahtera during a month with Social and Political English Club (SPEC)'s program from Lampung University in 2019 and also been a private English teacher in her house at Sukamaju in 2020.

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Praise be to Allah SWT who is Most Merciful, Most Gracious, for blessing me with His grace and guidance to complete this thesis. Shalawat and Salaam are always devoted to the great Prophet Muhammad SAW, who brought us from the darkness into the lightness. This thesis entitled “An Analysis of Student’s Problem in Writing Hortatory Exposition Text” is submitted as a compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

During the completion of this thesis, the researcher received a lot of valuable help and support from people around. Therefore, the highest appreciation is addressed to:

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Finally, it must be admitted that nothing is perfect and there are still many flaws in this thesis. Therefore, criticism and suggestions from readers are expected to improve the quality of this thesis. Furthermore, I hope this thesis can be useful especially for those who are involved in the English teacher profession.

Bandar Lampung, 07 Juni 2021

Acknowledged by,



Inayah Rohma Oktavia

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of skills in English that should be mastered by students. As we know that writing is a productive skill because the students should express their ideas into written form and organize it with a good grammar. In short, writing is the process of expressing ideas or thought into a written form.

Elbow states that writing is the ability to create words or idea of the writer.² It means that writing is one of the English skill that has function to pour ideas in order to can be conveyed by the reader.

Besides, Brown states that writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.³ It means that, writing is the way how to express the ideas into written form to distribute the information into paper by using words and also grammatical structure, coherent and it is organization.

In addition, Caroline argues writing as an activity to produce a text or something in written form in order to read, carry out and apply it by the reader.⁴

² Peter Elbow, *Writing with Power: Technique for Mastering the Writing Process*, Rocky Mountain Review of Language and Literature, second edi (New York: Oxford University Press, 2007), 6 <https://doi.org/10.2307/1347374>.

³ H. Douglas Brown, *Teaching by Principles*, second edi (Longman, 2000), 215, <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>.

⁴ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, ed. Tina B. Carver (NewYork: McGraw-Hill, 2005), 98.

Means that writing is one of occupation of people to make something with the aim to read and implemented in.

From the explanation above, we can conclude that writing is a skill in English that used to produce words by expressing ideas or thinking in a written form with appropriate grammar, coherent and organization in order to read and implemented by the reader.

Writing is a skill that used in almost levels of students, through writing the students are supposed to be able to express their ideas in written form. There are many ways to express it, one of them is through a text. There are various types of text in English such as narrative, descriptive, recount, report, procedure, exposition, hortatory, explanation, etc.

Besides, Mark and Kathy divided text types into literary and factual. Literary text usually tells about experiences of human. The examples of this kind of text are narratives, dramatics, novels, song lyrics and response, while factual text tells about information or thought of human. The examples of factual text are explanation, report, exposition, discussion, recount, and procedure.⁵ Thus, one of text type which is found in the syllabus curriculum 2013 on the first grade of Senior High School is hortatory exposition text.

From the explanation above, we can see that hortatory exposition text include in genre of factual text. It means that the content of a hortatory exposition text surely about the opinion of the writers to the phenomenon happens in order to

⁵ Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Melbourne: McMillan Education Australia, 1997), p. 124-127.

makes the reader convince with it. Hortatory exposition text is the text which tells about the author's idea related to the something happens in order to persuade the reader related to case. This statement was supported by Wahidi in Permata Sari hortatory exposition is a text which presents the attempt of the writer to have the addressee do something or act in certain way.⁶

Based on the preliminary research, the researcher got the data by using interview and document (student's score). The researcher asked both the teacher and also the students about the problem that the students usually faced in writing English. The researcher collected the information about the student's problem in writing hortatory exposition text from the English teacher of the eleventh grade of SMA Negeri 1 Abung Semuli. The teacher said that some of students faced difficulties in using appropriate punctuation, confuse in using appropriate language because they still lack of vocabularies and mostly the students do not really consider the use of spelling and capitalization, they think that capitalization was something not really important in making paragraph, especially in hortatory exposition text. Hortatory exposition text includes in a factual text, it means that the students should find the phenomenon happens around them and organize it into a good paragraph in order to persuade the reader, although the material about hortatory exposition text was given by the English teacher before, most of the students got scores under the criteria of minimum mastery. It can be seen from the table below:

⁶ Heffy Permata Sari, Muhammad Kristiawan, and Niza Syaveny, "The Effect of Think Pair Share Technique on Students' Reading Comprehension of Hortatory Exposition Text at Grade XI High School 1 VII Koto Sungai Sarik, Padang Pariaman, West Sumatera," *The Journal of Applied Sciences Research* 2, no. 14 (2015): 268, <http://www.journals.wsrpublishing.com/index.php/tja>.

Table 1.1
The Student's English Writing Score at the Second Semester of
the Eleventh Grade of SMA N 1 Abung Semuli
in the Academic Year of 2020/2021

No.	Class	Student's Writing Score		Number of Students
		<70	>70	
1.	XI IPA 1	13	20	33
2.	XI IPA 2	16	18	34
3.	XI IPA 3	14	22	36
4.	XI IPA 4	13	22	35
5.	XI IPA 5	22	13	35
6.	XI IPS 1	24	12	36
7.	XI IPS 2	26	7	33
8.	XI IPS 3	18	10	28
Total		146	124	270
Percentage		54%	46%	100%

(Source: Document from English Teacher of the Eleventh Grade of SMA Negeri 1 Abung Semuli)

From the table 1.1 above, it can be seen that there are 270 students at the eleventh grade of SMA Negeri 1 Abung Semuli. After analyzing the student's writing score, it can be concluded that there are only 46% students who passed the KKM. Besides that, 54% students get the score under the criteria of minimum. The criteria of minimum mastery have been calculated from the basic competence (KD) 4.10 about making a hortatory exposition text either in written or spoken form and should pay attention on the social function, structure text, language use, the use of punctuation, capitalization and spelling word in English properly. The basic competence (KD) 4.10 which used in syllabus of the eleventh grades of SMA Negeri 1 Abung Semuli is 67. It means that, most of the students have problems in writing, especially in writing hortatory exposition text.

On the other hand, the researcher also conducted interview with some students in SMA N 1 Abung Semuli, and the researcher got the result that most

of the students have problems in writing hortatory exposition text, such as they were sometimes forgot in using right punctuation, they also have difficulties in identifying the correct word because the spelling and the written form sometimes was different in English, besides that the most problem usually faced by the students, they do not pay attention with the use of capitalization well. After interviewing both of the English teacher and the students, the researcher concluded that the students still face some problems in writing hortatory exposition text, although the material has been taught by the English teacher.

In addition, Wafa et al states the difficulties in writing are caused by some reasons. The first is that they have lack of practice, afraid in making mistakes and they experienced the difficulty in choosing the correct word, arranged the word, the lack of vocabulary, and limited in writing mechanism understanding. It means that why the students considered writing in English as a difficult task and it can cause some problems that makes their writing cannot be conveyed by the reader well.

So, the researcher analyzed the mechanical problems that they usually faced in writing especially hortatory exposition text. Hortatory exposition text is a factual text, where the students should make a paragraph based on the phenomenon happens around them in order to persuade the audience. In making paragraph the students should use writing mechanism well, such as the sentence structure, word choice, grammar and also the punctuation. However, most of the students do not consider those rules well which can cause some

problems. Abu in Siti Maysuroh states that there are some problems usually faced by native speakers or non-native speakers when they are writing because they should make a balance between some aspects such as content, vocabulary, mechanics, organization, purpose, and also reader or target.⁷

Based on the explanation about the problems in writing above, Byrne classified the writing's problem into three types, those are: psychological problem, linguistic problem and cognitive problem. The linguistic problem is the problem that occur within structuring sentences, grammar such as tenses, word choice, using mechanics, and vocabulary.⁸ The linguistic problem may include: syntax, grammar, vocabulary, and mechanic. Mechanic's problem in writing include punctuation, spelling and capitalization's problem.⁹

So, based on the problem arose on the students in SMA Negeri 1 Abung Semuli, it showed that those problems include in the linguistics problem especially mechanical problems (punctuation, capitalization and spelling's problem).

There are some previous researches that used to prove this research. The first previous research by Dr. Ibrahim Mohamed Alfaki entitled "University Students' English Writing Problems: Diagnosis and Remedy". His findings showed that those university students have various writing problems: language problems at the levels of morphology and syntax; usage errors, and mechanical

⁷ Siti Maysuroh, Lalu Ilham Maryadi, and Supiani, "Students' English Writing Process and Problems: A Case Study at Hamzanwadi University," *VELES Voices of English Language Education Society* 1, no. 1 (2017): p. 2, <https://doi.org/10.29408/veles.v1i1.388>.

⁸ Donn Byrne, *Teaching Writing Skills* (Bristol: Burnt Mill- Longman, 1988), p. 124.

⁹ Tricia Hedge, *Writing*, ed. Alan Maley, Second Edi (New York: Oxford University Press, 2005), p. 128.

problems, that is spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graph-motor problems. It means that he used all of aspect of investigating writing as follows: Mechanical problem, Linguistic problem, Cognitive problem and Psychomotor problem.¹⁰ From the explanation above we can see that there are some problems find out at university students, such as mechanical problem which is include punctuation, capitalization, spelling, cognitive problem, and they also less of knowledge in writing.

The second previous research was conducted by Akhmad Habibi, et al. entitled “Student’s Perception on Writing Problems: A Survey at One Islamic University in Jambi”. Their finding show that there were seven kinds of problems that students faced in their writing course. They were poor organization, problems of word choice, grammatical problem, spelling problems, supporting ideas confusions, punctuation problems, and capitalization. The overall mean of students' problems in writing in the fifth-semester students in Islamic Institution in Jambi was categorized as "medium".¹¹ From the explanation above, it can be inferred that the students at Jambi University faced seven problem categories in writing, those are organization, vocabulary, grammar, supporting ideas problem, spelling, punctuation and capitalization.

¹⁰ Alfaki, “University Students’ English Writing Problems,” p. 50.

¹¹ Akhmad Habibi, “Students’ Perception on Writing Problems : A Survey at One Islamic University in Jambi Students’ Perception on Writing Problems : A Survey at One Islamic University in Jambi,” *Ta’dib: Journal of Islamic Education* 22, no. 1 (2017): p. 105.

The third previous research by Abdusalam Alhadi A. Shweba and Yan Mujiyanto entitled “Problems of Spelling, Capitalization and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya”. Their finding showed that capitalization problems are the dominant problems faced by the student’s writing, then punctuation marks problems as the second and the less problem was the spelling problems. Although the students good in spelling and it was lower than the other problems, they still had difficulty in understanding the rules of spelling itself. Many students answered incorrectly to the test. It is because of their lack of knowledge, lack of balance in the curriculum and the influence of mother tongue.¹²

The fourth previous research by Yohana P. Msanjila entitled “Problems of Writing in Swahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania”. His finding showed that there are six writing problems, then three problems are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived.¹³ From the previous research above it can be seen the students at the secondary school of Tanzania faced six problems in writing but

¹² Abdusalam Alhadi A Shweba and Yan Mujiyanto, “Problems of Spelling , Capitalization , and Punctuation Marks in Writing Encountered by First Year College Students in Al-Merghib University Libya” 101, *English Education Journal* no. 2 (2017): 92–102.

¹³ Yohana P Msanjila, “Problems of Writing in Kiswahili : A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania” 23, *Nordic Journal of African Studies* no. 14 (2005): 15–25.

only three crucial problems by the students, those are capitalization, punctuation and fuzziness.

The last previous research by Siti Yuliah, et.al entitled “The Grammatical and Mechanical Problems of Students in Essay Writing”. The finding of this research showed that after the researchers analyzed 15 essays written by the students across the three levels of writing ability, there are 204 problems found. Problems on Punctuation got the highest frequency of problems type (21.6%), followed by problem on the use of conjunction (20.6%), subject-verb agreement (20.1%), spelling problems (15.2%). It can be concluded that the most common problem found in the students’ essay writings is punctuation problems with the percentage of 21.6%.¹⁴

Based on some previous researches above, it can be seen the differences between those researches with this research was the researcher analyzed the student’s linguistic problem in writing hortatory exposition text and only focus on the mechanical problems which is include punctuation problem, capitalization problem and spelling problem not all aspects of linguistic problems or just one problem of mechanical problems.

So, the researcher conducted a research entitled “An Analysis of Student’s Problem in Writing Hortatory Exposition Text”.

¹⁴ Siti Yuliah, Agustia Widiastuti, and Ghea Resta Meida, “The Grammatical and Mechanical Problems of Students in Essay Writing” 5, no. 1989 (n.d.): 12–13.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follow:

1. The students faced problems in using appropriate punctuation.
2. Many students have problem in the use of capital letter.
3. The students have problem in using appropriate words spelling in English.

C. Limitation of the Problem

From the identification of the problem above, the researcher limited this research only focused on analyzing the student's mechanical problems (capitalization, punctuation and spelling's problem) in writing hortatory exposition text.

D. Formulation of the Problem

Based on the background of the problem and the limitation of the problem above, the researcher formulated the research questions as follow:

1. What are the mechanical problems faced by the students in writing hortatory exposition text at the eleventh grade of SMA N 1 Abung Semuli in the academic year of 2020/2021?
2. What is the dominant mechanical problem faced by the students in writing hortatory exposition text at the eleventh grade of SMA N 1 Abung Semuli in the academic year of 2020/2021?

E. Objective of the Research

Based on the formulation of the problem above, the objective of the research as follow:

1. To know the mechanical problems arose on their writing of hortatory exposition text at the eleventh grade of SMA Negeri 1 Abung Semuli in the academic year of 2020/2021.
2. To know the dominant mechanical problem arose on their writing of hortatory exposition text at the eleventh grade of SMA Negeri 1 Abung Semuli in the academic year of 2020/2021.

F. Significance of the Research

The significance of this research as follows:

1. Theoretical Significance

This research complemented the previous research and theories related to the mechanical problems on the student's writing of hortatory exposition text.

2. Practical Significance

- a. For students

This research gave new information to the students about mechanical problem that they usually faced in writing hortatory exposition text, then after knew the problem they revised it and learnt more to get better result.

b. For teacher

This research gave new information to the teacher about student's mechanical problems in writing hortatory exposition text, the teacher used this finding as an evaluation for better result in teaching learning process.

c. Pedagogically

This research gave new information about mechanical problems in writing hortatory exposition text at the eleventh grade of SMA Negeri 1 Abung Semuli.

G. Scope of the Research

Scope of this research as follows:

1. Subject of the Research

The subject of this research was the students at the second semester of the eleventh grade of SMA Negeri 1 Abung Semuli.

2. Object of the Research

The object of this research was student's mechanical problem in writing hortatory exposition text.

3. Place of the Research

The researcher conducted this research at SMA Negeri 1 Abung Semuli.

4. Time of the Research

The researcher conducted this research at the second semester in the academic year of 2020/2021.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the researcher concluded the result of analyzing the student's mechanical problems in writing hortatory exposition text. The researcher used document analysis and questionnaire, the result of document analysis showed that the students had problems in writing hortatory exposition text, those are punctuation problems, capitalization problem and spelling problem. Briefly, it can be seen that the most common problem faced by the students in writing hortatory exposition text was capitalization problem which had the highest percentage than the other problems. Furthermore, the result of distributed questionnaire showed that the students faced mechanical problems in writing hortatory exposition text, as follow:

Punctuation problem which was consist of (full stops 55%, coma 61%, exclamation mark 33%, question mark 39%, semicolon 45%, quotation mark 30%), capitalization problem 76% and spelling problem 70%.

From the explanation above, it was indicated that the dominant mechanical problem arose was accordance with the result of document analysis which was produced by the students at the eleventh grade of social two at SMA Negeri 1 Abung Semuli was capitalization problem.

B. Suggestion

Based on the finding of this research, the researcher gave suggestions as follow:

1. Suggestion for English Teacher

- a. The teacher should give the deep explanation about hortatory exposition text with more attention on each details and how to produce it properly with following the right writing mechanism, such as punctuation, capitalization and spelling.
- b. The students need motivation and suggestion from the teacher to get better result of their study, it means that the teachers should more caring to their students by giving motivation for the students to enjoy in doing writing hortatory exposition text and others.

2. Suggestion for Students

- a. The students should pay more attention on the writing mechanism, especially when they write hortatory exposition text.
- b. The students must be more active to ask their teacher about something that they cannot understood well, such as the use of punctuation, capitalization and the spelling of English words.

3. Suggestion for Other Researchers

In this research, the researcher analyzed the student's linguistic problem in writing hortatory exposition text. As Byrne stated that there are four types of linguistic problems, those are syntax problem, grammar problem, vocabulary problem and mechanical problems where the researcher only focus on analyzed the student's mechanical problems in writing hortatory exposition text. Hence,

the researcher suggested for other researchers to conduct a research to analyze the student's problem in writing hortatory exposition text in order to looking for another problem may arise which is related to linguistic problems.



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